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ABSTRACT

This issue focuses on teaching ethics in business education programs. Exploring the teaching of ethics in both high school and college, the newsletter first presents an overview of ethics and the study of ethics and makes a case for teaching ethics in business education courses. Following a short commentary on the difficulty of teaching ethics is an article examining how to teach ethics--whether as a separate course or as part of business, communications, and business law courses. Other articles explore these topics: work ethic, computer ethics, the 10 commandments for computer ethics, and the Benjamin Franklin's "morals of chess." The final article suggests ways to examine ethical processes--how to think it through. Contains 10 references. (KC)

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Keying In

The Newsletter of the National Business Education Association

Volume 7 **Number 3** **January 1997**

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R McDowell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Ethics–Business Educators Teach Students To . . .

Do the Right Thing!

There is much more to teaching ethics than just making value judgments on what is right or wrong. The most important part of ethics education is teaching an awareness that ethical problems exist. Teaching ethics involves asking many questions:

- What is the right thing?
- How can we tell if it is the right thing?
- Are there acts that are right in some circumstances and wrong in other circumstances?
- If it's legal, does that make it right?
- What role does morality play in the decision?
- Should schools be helping students answer these questions?
- Is a business education class the place to teach about "doing the right thing?"

About 2,500 years ago philosophers such as Socrates, Plato, and Aristotle gathered in the town square of Athens to discuss what determined right and wrong. The discussion is still going on—not by men in togas, but by professors and men and women in contemporary business attire in classrooms and in company boardrooms. Because Greece is where it all began, the standards of what constitutes appropriate conduct are called *ethics*, from the Greek word *ethos*.

Business scandals have alarmed the public in recent years. Insider trading by infamous financiers, the polluting of the environment by oil tankers, the selling of the defective O-ring to NASA that caused the disastrous space shuttle accident, and the misuse of depositors' money by the savings and loan companies are just a few of the incidents that have been in the headlines. The resulting public concern is causing many businesses to focus on ethics, formulating their own codes of behavior and trying to ensure that the people they hire are honest and fair and respect the rights of others. To prepare students for life in general and for business life in particular, business educators should be helping their students recognize and deal with questions of right and wrong.

The study of ethics

The study of what is good or bad and what makes actions good or bad is called ethics. Ethics is also a system whereby an individual or a group makes specific moral choices, considering the effect of those choices on others. We also use the term *ethical* to describe a problem that implies a right versus a wrong solution (as in an ethical dilemma), or we can use *ethical* to mean the "right" choice, (as in "she did the ethical thing"). If we have ethics we act for reasons, and we should be able to defend those reasons. People or groups can set their own standards of ethics (standards for what they consider right or wrong).

Closely tied to ethics are morals and values. Morals relate to principles of right or wrong. For example, we may consider an action moral if it does not violate the Ten Commandments or the Golden Rule. Values are those things individuals think are important. Our values are usually shared and passed on to us through our family, church, social class, ethnic background, and community. One individual's values can differ from another individual's according to his or her background. For example, in some

Is a business education class the place to teach about "doing the right thing?"

cultures it is the welfare of the group that is most important, while in other cultures it is the rights of the individual that take precedence. People have dissimilar values and judge actions by different moral principles, therefore, they don't always agree on what is right and what is wrong. Values determine *virtues*; a *virtue* is practicing to an exceptional degree what is considered good in a particular

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Introduction *continued*

society. For example, if we value generosity, a person who gives away a large portion of his or her income to those in need is known to possess the virtue of generosity.

Business and ethics

Teachers and professors in secondary schools, colleges, and universities are realizing the importance of teaching ethics to their students who are either taking business courses or enrolled in the business school. Although a few would argue otherwise, business is not separate from life. The bottom line, or the profit motive, does not justify the many unethical practices that have scandalized society in the past few years. Perhaps a part of companies' attempts to hold their employees to an ethics code is to protect themselves from scandal and resulting legal action. Another motive is the realization that the company is a part of a larger society and, therefore, should be aware of how its actions and practices affect others outside the company. Companies and employees must act in good conscience for the general welfare of society. Companies also realize that practicing ethics is good business. With questionable ethics there is no trust in a company's integrity and competency; customers are reluctant to enter into transactions with a company that can't be trusted.

Companies also have special problems as they operate globally. Very often the ethical practices of other countries and cultures are different from those of the American business world. American business people must learn how to deal with these differences and still maintain ethical standards. For example, bribes are often an accepted business practice in many countries, but the Foreign Corrupt Practices Act has been enacted by the United States to prohibit American companies from using bribes to gain business from foreign companies.

If the company owes its employees, customers, and the community at large fair treatment, so does the employee owe the employer a commitment to doing the best job possible, to be fair and honest in dealing with fellow employees, the employer, and customers; and to keep matters confidential when appropriate. These attitudes and practices are usually referred to as *the work ethic* (see page 3, **The Work Ethic**).

Computer ethics

An important area of ethical concern has developed with our expanding technological world. The development of computer ethics in response to a powerful network and Internet environment creates many situations that could be used for good or evil, where people's ideas can be shared or stolen, where intellectual property and software can be abused, and where computers can be used to harm or steal, as well as to enrich and improve. The Ten Commandments of Computer Ethics from the Computer Ethics Institute are included in this newsletter (page 7, **Computer Ethics**). ■

The Difficulty of Teaching Ethics

Ethical behavior is opposed to behaving only in our own self interest. It takes into consideration other people's interests, (but not to the exclusion of our own self interest). Otherwise, life takes on the atmosphere of the jungle, with survival of the fittest. As young children we are taught to be obedient and if we are not, we may be punished. As we grow up we do the right thing because we have developed our own inner code of behavior and a conscience, and we do right for its own sake. According to **Amitai Etzioni**, founder of the Communitarian Network, an organization that seeks to foster civic responsibility, as children mature they must develop two psychological muscles: the ability to empathize with others and the ability to control their own impulses. We must learn that what we do affects not only ourselves but others with whom we come in contact, and society as a whole.

As one scandal after another makes the news, Americans worry that children are not being taught right and wrong, and are not developing those two psychological muscles of empathy and control. Schools are realizing that what should have been taught by parents and churches is, in many cases, not being taught. If children are to receive ethical training, schools must do the job. If they do not, students will learn their behavior from their peers, or the media, or they will simply act in their own self interest.

Teachers are often reluctant to teach ethics because not everyone agrees on what is right or wrong, and they do not want to get involved in such emotional issues. Yet there are some values that almost everyone agrees on—honesty, responsibility, respect for individual rights and property, treating people well and not just as the means to an end, fairness, tolerance, keeping promises, and doing no harm. Since most teachers agree that there are some issues of right and wrong that are best left to the parents, content of ethics courses or units should not be what is right or wrong, but how to recognize when there is a problem. Teachers should show how to use an ethical process to make the right decision. Students must learn to use critical thinking and analysis when looking at an ethical dilemma—to examine issues from both sides, to recognize how their own biases and perspectives may affect how they view the problem, and to uncover reasoning errors or defects in logic on both sides of the argument. ■

As children mature they must develop two psychological muscles: the ability to empathize with others and the ability to control their own impulses.

How to Teach Ethics

When students enter the business world they will almost certainly face ethical situations, from entry levels on up. New technology and increasing involvement in global business require businesses and their employees to set personal and professional codes of behavior. In 1992 the Policies Commission for Business and Economic Education recognized the responsibility of business educators to teach students how to make value judgments and how to practice ethical behavior.

"Business education has a responsibility to incorporate content that contributes to an awareness of the need for ethical conduct in the business world, and, ultimately, the practice of ethical behavior by students in their personal lives, in the classroom, and in the workplace. Students must be aware of their ethical responsibilities as consumers, workers, and citizens," the commission wrote. (Statement No. 51, 1992)

The American Association of Collegiate Schools of Business (AACSB) has mandated that all schools seeking accreditation expose their students to ethics in undergraduate and MBA programs. Some schools have developed entire courses devoted solely to ethics. The Harvard Business School was one of the first to take this approach. Other schools incorporate teaching ethics into a business course, using specific cases that apply to that subject. *The National Standards for Business Education*, published by NBEA, include an achievement standard for almost every content area concerning the practice of ethics. For example, the standards for international business include this achievement standard: "List business actions that may positively or negatively impact the environment and consumer well-being of a society."

Tools for teaching ethics

Case studies are used most often for discussing ethics. In her Information Management Systems course, **Roberta Mohagen,** Concordia College, Moorehead, Minnesota, uses a combination of cooperative learning and a case-study approach in which students prepare and then share with one another different parts of the case. Students also use current news stories as a basis for discussing ethical behavior. Newspapers are full of stories about politicians taking

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The Work Ethic

America's prosperity owes much to the willingness of her citizens to work hard. "A fair day's work for a fair day's pay" has been the motto of American workers. Today the company–worker relationship has changed; companies no longer feel an obligation to offer cradle-to-grave employment, and employees no longer have the old long-term loyalty to their employers. Yet there is still the obligation of both employer and employee to practice the values of honesty, fairness, and respect when working together.

Some point out that younger workers today no longer have the American work ethic, the willingness to do the best they can, to take responsibility for their own work, to show a willingness to take risks, to be open to change, and to follow through on tasks. According to employers, too many employees today want to do just enough to get by, yet some of the responsibility must rest on the employer—whose duty it is to train the employee and give recognition and compensation for a job well done.

F. Stanford Wayne and **Patricia H. Chapman** mention some common complaints against today's employees in their 1992 NBEA Yearbook chapter:

- Computer programs and other types of information are being accessed and used by employees. Employees must be trained to keep all types of business information confidential and understand they are to use computer equipment, software, and materials only for business functions.
- Employees must realize that they are responsible for accuracy, dependability, good public relations, and employer-employee relations.
- Employees should not "pass the buck" for work errors and should assume responsibility for errors and corrective actions.

Wayne and Chapman write that the misuse of paid time is one of employers' greatest complaints against employees. "Time theft may take the form of--

- calling in sick when not ill
- extending break and lunch times
- arriving late, leaving early
- using company time for personal calls and personal business
- excessive visiting with co-workers, and goofing off.

Perhaps the most vital ethical attribute for the employee is honesty. Dishonesty, or stealing company supplies or money, performing services for customers after-hours at reduced prices, or even giving away products to friends, can ruin a business. Because employees represent the business to the customers, a business's reputation rests upon the integrity of its employees. A good reputation is vital to the success and profitability of a company.

Workers today still need to do the very best job they can; they need a positive attitude; and they need to be dependable; they need to be willing to take on added responsibility when necessary; and they need to be open to change. The employer needs to give fair compensation, provide training, and respect the employee as a person, not just a means to an end. It is to the benefit of both to work together as a team for the success of the business. ■

How To Teach Ethics *continued*

bribes, businessmen being paid high salaries while employees lose their jobs through downsizing, and companies knowingly selling harmful products. Other tools that promote students' discussion about ethics are role playing activities, games, debates, and analysis of ethical models.

Teachers of business subjects who want to include ethics can have their students engage in discussions of specific situations pertaining to a particular subject. Another way to relate ethics to the discipline is by having representatives from businesses talk to classes about how their company handles cases with repercussions of right and wrong. Almost every discipline has its corresponding professional association, and those associations often have a code of ethics—another source for students who are learning to relate ethics to a particular subject.

Ethics as a separate course

Ken Goree teaches an ethics class at St. Petersburg Junior College in Florida. Every student in the college has to take an ethics course before graduation. In addition to Goree, several other full-time and adjunct professors teach ethics. These instructors come from all walks of life—with a predominance of law backgrounds. The ethics classes at St. Petersburg are grounded in philosophy and teach students the abstracts of ethics—what is right and wrong, how we should think about right and wrong, and vital definitions related to the subject. Further, the course requires that students take the ethical principles and apply them to real-life issues. Instructors point out that it is not just people's opinions that decide whether something is right or wrong. Instructors ask the students to apply logic and critical thinking in deciding the best solution to an ethical problem.

Goree thoroughly enjoys teaching ethics to his students every year. "I start by asking them, 'what are the most important questions in life? For example, why are we here?' Then I ask, 'Now when was the last time you thought about that?' I talk about what life is all about and I have learned much from my students."

Goree assigns his students a research paper which requires students to select one ethical problem that people in their future professions have to deal with. Students interview people in their chosen profession and do research to see if there are codes of ethics for that profession.

"Most of my students are older, with an average age of 29. Yet most have never had a serious discussion about ethics. They come thinking we are going to change their views, but they end up by calling this the best course they have ever taken." Goree reports that his students say the ethics course "opens our eyes and makes us challenge our assumptions about life."

James Wright teaches statistics and quantitative math at Chadron State College in Nebraska, but he also teaches a general ethics class along with three other professors from other disciplines. His main responsibility is teaching business ethics, although the topics he and the students discuss are not limited to business.

- **What are the facts?**
- **Who are the stakeholders, or who will be affected by my decision?**
- **What are the ethical issues involved?**
- **What are different ways of looking at this problem?**
- **What are the practical constraints?**
- **What actions should you take?**
- **Are they practical?**

Wright thinks he has a special challenge because his students are from a part of the country where there is very little cultural diversity. "They do not see things in a global context," he says. He wants students to first recognize an ethical problem when they see one and then learn the process of deciding what is right and wrong. His students soon learn that the

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issues aren't always black or white; there is no easy answer, and how one responds can be very different from how someone else responds.

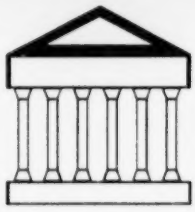
Sometimes two ethical principles may be in conflict. For example, in time of war telling the truth may cost someone his or her life, or the lives of others, so loyalty to comrades would probably take precedence over honesty.

Different people have different outlooks on life, Wright says. He doesn't permit students to condemn others for a different point of view. "They need to listen to others and understand others' ways of looking at things," he says. "But once they have thought through what is right or wrong, they need to take a stand; they need to live by their statements." He points out that even though we are now living in a world where we deal with people from all over the world who have different value systems, we don't have to change our value system.

Wright advises teachers thinking about teaching ethics to "read a lot about ethics, be open minded, and listen to what the students have to say, never preaching to them but using your knowledge and what you have learned about ethics." He admits to having his own opinions and biases and thinks it's okay to let those be known—but it's not okay to force them on your students.

At Rockland Community College in Suffern, New York, where **Myrna Wulfson** is an associate professor, ethics is now a requirement for all business majors. Wulfson says that she approaches ethics from its philosophical and religious background but then applies the principles to practical business situations or case studies. To determine the solution to an ethical problem she has her students use the following approach:

- What are the facts?
- Who are the stakeholders, or who will be affected by my decision?
- What are the ethical issues involved?
- What are different ways of looking at this problem?
- What are the practical constraints?
- What actions should you take?
- Are they practical?



(This approach was included in material from Arthur Anderson, which formerly conducted a program to help educators teach ethics; providing short case descriptions, videos, workshops, and list of professors with expertise in ethics. Arthur Anderson no longer offers the program but the material is not copyrighted and may be copied and distributed to others.)

Wulfson's students discuss the glass ceiling, why insider trading is wrong, what is a gift and what is a bribe, and many other topics from the real world. "The content changes every semester," she says.

To prepare to teach ethics Wulfson attended two different workshops—one from a philosophical background, the other from a business background. "We discussed a lot of cases, just as I have my students do."

Teaching ethics to business students is important, Wulfson attests, because it heightens students' awareness that there are such issues in business that involve doing right or wrong; the study of ethics helps them to decide what is right or wrong. In today's business environment, students must have the background to solve the ethics questions that come along. "The class is really about thinking," she says, "and if I can get my students to think, I'm happy."

Wulfson will be presenting a session at the NBEA Convention in New York in March: Teaching Ethics in Business—An Interdisciplinary Approach (see page 6).

Ethics and business courses

Practice in all business disciplines can

continued on page 6

Resources on Ethics

Books

Business Communications Book

Ethics in American Life

Can Ethics Be Taught: Perspectives, Challenges, and Approaches at

Ethics: A Brief Introduction

Articles

Internet Resources

(http://condor.depaul.edu/ethics/resource.html)

Organizations

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How To Teach Ethics *continued*

lead to ethical problems. Accountants can be coconspirators in tax fraud; finance department personnel can be tempted to insider trading; marketing departments can indulge in false claims in advertising; information systems departments may be guilty of pirating software; and managers can and do practice discrimination against employees. These are but some of the clear-cut examples of unethical practices in the business world.

But many cases do not have clear-cut answers to what is the right behavior. Many times there are choices with good and bad consequences on each side. Companies and their employees must choose the behavior they believe is the most ethical. For example, a company in financial straits may recognize that laying off large numbers of employees will not only cause great distress to the employees and their families but also will affect the community as a whole that depends on the paychecks of those employees. Yet, if the company doesn't lay off the workers, it will fail, and even more people will suffer.

She makes sure to point out that just because it's legal doesn't make it right.

Ethics and communications courses

Communications is a good class for teaching ethics because teachers can have their students discuss, orally or in written reports, ethical problems. **F. Stanford Wayne,** Columbus State Community College, Ohio, and **Jolene D. Scriven,** Northern Illinois University, DeKalb, use ethical cases to teach students, beginning with simple ones and proceeding to more complex ones. The cases help the students identify their present value systems as they determine how they can best handle each case, and provide an opportunity to expand the development of the students' thought processes. The cases provide opportunities for open discussion, either in the form of oral interaction among the class members, or as written responses to ethical dilemmas, or a combination of the two.

Dr. Paula Brown teaches business communications at Northern Illinois University, DeKalb. She has devised a method of teaching her class managerial skills-including ethics—along with communication skills.

Brown designates her class a mock company and divides it into groups, corresponding to the students' majors—accounting, finance, marketing, information systems, management. Taking the role of CEO, she writes a letter to each group citing an ethical issue found in that group (or department). The students then contact real companies to ask about their code of ethics and talk to the company's personnel department about its approach to ethics. Students can get in touch with professional and trade associations that represent that field, and then do some research or surveys about what people consider right or wrong. Students then read about real-life cases of ethics violations, such as the Exxon Valdez, or the British trader who brought down the bank.

When the research and evaluations are done, the group prepares a written report and an oral presentation. Brown uses the exercise to raise her students' awareness of how they will be facing ethical situations once they enter the work force. She makes sure to point out that just because it's legal doesn't make it right, as in the case of a company that manufactures a child's toy that meets safety guidelines but allows one out of every 300 toys to be defective. That one defective toy can harm a child—and when that happens, is it ethical to disavow responsibility because the manufacturer met the designated guidelines?

Ethics and business law courses

Cynthia Redmond teaches business law to juniors and seniors at Bozeman High School, Montana. She discusses why we have laws to regulate some of our behavior, and she reminds her students that while many acts are against the law, some are also moral issues—stealing, for instance. Because something is legal doesn't make it ethical. She asks, "Does the law make ethics valid? Can we enforce ethics?" Even though there is often an overlap, ethical behavior is self-imposed according to a personal code of conduct. By contrast, legal conduct is regulated by the law. "Can I be sued for this?" is an entirely different question from "Might I injure someone unjustly if I do this?" She gives an example: A hiker sees someone fall off a cliff. "Are you legally responsible to help?" she asks. "Are you morally responsible?" Then she reminds students that if they don't help, they will live with the consequences of

The Morals of Chess

The popular author and therapist Laura Schlessinger has included in her book, ***How Could You Do That?*** (1996, Harper Collins, New York) an adaptation of "The Morals of Chess" by Ben Franklin as a set of guidelines for readers.

1. **Foresight.** Look into the future and consider the consequences. Think about advantages to yourself; then wonder about the impact on others. Imagine how you might righteously defend your position.

2. **Circumspection.** Examine the bigger picture, the dangers, the possibilities, the probabilities. Be more brave about options that scare you.

3. **Caution.** Don't make moves in haste or passion. Keep to the rules and guidelines of etiquette, law, and the Commandments. And understand that once you've made your move, you set into play a series of events over which you may not have recourse, from which you might suffer in your soul as well as your life.

guilt the rest of their life.

Redmond begins teaching ethics in her class by talking about right and wrong, brainstorming on feelings and opinions on different situations. She reminds her students that the value system learned at home contributes to what you believe is right and wrong. She brings up things in class that students have probably experienced in their lives. She reminds them they will have choices, and what they decide will always reflect on them personally. When they go to college, or into the workforce, ethical issues will come up and they will need to decide how they will react.

Redmond uses the following basic ethical advice for her students:

- It's best to earn your money honestly.
- Don't embarrass your family.
- Treat others as you would like to be treated.
- Ask yourself what you can contribute to make the world of work a better place.

Conclusion

Most teachers who include ethics in their business courses would agree with Mohagen that it was difficult at first. They were afraid of treading on sensitive toes and creating differences with parents. But they realized that the need existed, and as they have become involved and learned more about the subject, they have gained confidence. They now enjoy the discussions and the give-and-take with the students. They agree it's not the final decisions that are important in a class, but how the students reach those decisions; that they stop and think before they make the decisions.

"Teaching ethics is a little scary," says Mohagen, "but the more you read, the more manageable it becomes. However, the study of ethics is never ending." ■

The Ten Commandments for Computer Ethics

1. Thou shalt not use a computer to harm other people.
2. Thou shalt not interfere with other people's computer work.
3. Thou shalt not snoop around in other people's files.
4. Thou shalt not use a computer to steal.
5. Thou shalt not use a computer to bear false witness.
6. Thou shalt not use or copy software for which you have not paid.
7. Thou shalt not use other people's computer resources without authorization.
8. Thou shalt not appropriate other people's intellectual output.
9. Thou shalt think about the social consequences of the program you write.
10. Thou shalt use a computer in ways that show consideration and respect.

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Computer Ethics

The advent of computers and software has made technology one of the most likely areas for ethical violations. Many books and articles have been written about the possibilities of ethical violations in technology. **Roberta Mohagen** has found many good resources for teaching ethics in technology to her students. One important resource is *Four Issues for the Information Age*, by Richard Mason (*MIS Quarterly*, March 1986, pp5-12). The four issues are:

- privacy
- accuracy
- property (who owns what) and
- access.

Mohagen begins her class with a lecture on ethics, then weaves it into the regular material throughout the semester by including cases to discuss. Groups of students prepare a presentation on a case, then the class discusses it. She has them use the process (who is affected by this decision; who are the stakeholders; weigh the benefits to the stakeholders) as a guide. Because different students have different points of view, depending upon what matters most to them, the class has never reached a consensus, says Mohagen. She cautions them that in a class that's okay, but in a business a decision has to be made; it may be the majority rules, or the boss may have the final say. ■

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ETHICS

Business Educators Teach Students To Do the Right Thing

Ethical Processes—Or How To Think It Through

The most important part of teaching ethics is not about handing down beliefs of what is right or wrong, but teaching, first, an awareness that there is an ethical problem, and then showing students how to make the best choice. Students begin by learning to question their presumptions, to fight self-complacency and self-delusion, and to be aware of their own biases. They must learn to empathize, to put themselves in the other person's shoes.

Students have to realize that ethics involves choice, and it isn't always clear which is the best choice. The right decision is rarely a case of black or white, but something in between. Choosing the best solution to the dilemma requires guidelines and a method or process.

One of the most frequently used methods to making an ethical choice is to identify all the people who will be affected by the decision (the stakeholders). For example, a company making a product that damages the environment needs to consider its workers, whose welfare depends on the success of the company; the stockholders, who expect a return on their investment; the companies that make the supplies that go into making the product—and all the people in the present and the future who will be harmed if the environment suffers. Decision makers must remember that the person making the choice is also a stakeholder whose interests are important.

Carol Lehman, professor of management at Mississippi State University, presents a framework for thinking through an ethical dilemma:

- Identify that an ethical issue may exist.
- Identify an alternative.
- Is the alternative legal or does it violate a contract?
- Does it comply with the company code or policy? Look at the company's or profession's value statements or ethical code as proof.

If the answers to any of the above questions are no, then it is necessary to look at another alternative, subjecting it to the same process.

Ethical tests

Lehman presents some other tests of whether an action is ethical. **The utilitarian theory** advocates that in all situations one ought to do that which provides the greatest balance of good over harm for everyone. Using this criterion it is necessary to identify and take into consideration all the stakeholders (the persons or groups who will be affected by the decision) and then select the one that optimizes the satisfaction of the greatest number of people.

The Prima Facie Duties doctrine puts ethical behavior in terms of a duty not to harm innocent people, to keep promises, to act in a just way, and to provide reparation to those harmed by one's actions.

Lehman also mentions some other tests that we all may be familiar with: the Golden Rule (would you want the same to happen to you?), will it leave people as well off or better, would you want all the world to see and judge this behavior, would you do what you are doing if you knew someone was looking over your shoulder?

One important test that is universally held in the field of ethics is: Would your mother approve? ■

Don't Miss This NBEA Convention Session!

Teaching Ethics in Business
Thurs. March 27, 8:30-9:30 a.m.

Presenters: Myrna Wulfson and Deborah Merrigan, Rockland Community College, Suffern, NY

The presenters will provide an account of an interdisciplinary course in **Ethics in Business**, developed jointly by the faculty members in the philosophy and business departments at Rockland Community College.

Some of the challenges, obstacles, and successes encountered will be discussed, including

- how the course can be current and practical, yet ancient and theoretical;
- how the case-study approach can be used effectively, and
- how the Seven-Step Procedure for Moral Decision Making helps students understand how to make ethically defensible decisions.